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ABSTRACT

This project prepared students for the Ph.D. degree awarded by the Department of Special Education and Rehabilitation at Utah State University. The project's goals were to: (1) further develop and implement the early childhood special education doctoral emphasis area, with a focus on research and personnel preparation; and, (2) prepare up to 15 new special education leaders, of whom at least 30% were expected to represent populations of students who are underrepresented in higher education, including members of diverse cultures and individuals with disabilities. During the project period (9/1/1993 to 8/31/1999), the program developed innovative features that included a transdisciplinary teaching and supervision experience that was favorably evaluated by students and external evaluators. During the course of the project, 10 doctoral students received financial support and 5 others enrolled in the program were supported from other sources. Of the 15 total students, 2 (project-supported) have disabilities. Five, one of whom received project support, are members of minority cultures; only two of these are U.S. citizens. Eight students, five of whom received project support, completed the program and were awarded the Ph.D. All are employed in institutions of higher education. Examples of the students' high levels of achievement while enrolled in the program include their collective total of 33 conference presentations, 9 papers published in refereed journals, 10 non-refereed publications, 4 externally funded projects awarded to 2 different students, and the recognition of one student as the College of Education's Outstanding Teaching Assistant. This report includes a summary of the Leadership Preparation in Early Childhood Special Education doctoral coursework, a list of graduates' dissertation topics, lists of students' publications and presentations, and a list of grants authored or co-authored by students while enrolled in the program. (SG)

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A Program to Prepare Doctoral Level Special Educators with an Early Childhood Emphasis Area

U. S. Department of Education, Office of Special Education Programs

Project #H029D30013

CFDA 84.029D

Awarded to Utah State University

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Project Period: 09/01/93-08/31/99

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A Program to Prepare Doctoral Level Special Educators with an Early Childhood Emphasis Area

Project Summary

This Project prepared students for the Ph.D. degree awarded by the Department of Special Education and Rehabilitation at Utah State University. The Project's goals were to (1) further develop and implement the early childhood special education doctoral emphasis area, with a focus on research and personnel preparation, and (2) prepare up to 15 new special education leaders; at least 30% were expected to represent populations of students who are under-represented in higher education, including members of diverse cultures and individuals with disabilities. During the Project period (09/01/1993-08/ 31/1999), the program developed innovative features that included a transdisciplinary teaching and supervision experience that was favorably evaluated by students and external evaluators. During the course of the Project, ten doctoral students received financial support and five others enrolled in the program were supported from other sources. Of the 15 total students, two (Project-supported) have disabilities. Five, one of whom received Project support, are members of minority cultures; only two of these are U.S. citizens. Eight students, five of whom received Project support, completed the program and were awarded the Ph.D.. All are employed in institutions of higher education. One who continues to be enrolled is expected to graduate during the 1999-2000 academic year. One transferred and is enrolled in a special education doctoral program in another state. Five students left the program, two to return to special education teaching positions in local school districts.

Examples of the students' high levels of achievement while enrolled in the program include their collective total of 33 conference presentations, 9 papers published in refereed j 0 non-refereed publications, 4 externally funded projects awarded to 2 different stude , recognition of one student as the College of Education's Outstanding Teaching Assistant.

Accomplishment of Project Goals and Objectives

Objective 1: Recruit and admit up to five qualified doctoral students per year into this specialty program, with a priority on students from diverse cultures and those under represented in leadership positions.

The Project proposed to admit up to 5 qualified applicants per year, with a priority on students from diverse cultures. The range of new students admitted each year was from 0 to 3. Fifteen total students were admitted into the early childhood special education program, 10 of whom received Project support. Eight have graduated, one is still enrolled, and one is enrolled at another university.

Two students who participated in the program have disabilities and five are members of cultures under represented in higher education. Three of these five are citizens of foreign countries who received no Project support. Of these five, four are employed in institutions of higher education in the United States and one is still enrolled in the doctoral program.

Procedures to recruit students included advertisements in national journals (Exceptional Children, Teaching Exceptional Children, Topics in Early Childhood Special Education), newsletters of national professional organizations (e.g., American Association on Mental Retardation News and Notes, Division for Early Childhood of the Council for Exceptional Children's Communicator), state newsletters (Utah! AAMR and The Special Educator) and campus student newspapers (Utah State University's The Statesman and newspapers at the University of Utah and Brigham Young University). The number of responses to inquiries for information about the program ranged across Project years from 4 to 17.

Objective 2: Develop, deliver, and evaluate courses, seminars, and internship experiences in which students acquire competencies in (a) early childhood special education, to include family-centered service, transdisciplinary services, and interventions in the least restrictive environment; (b) personnel preparation including instruction and practicum

supervision; (c) research; (d) general special education; (e) scholarship; (f) professional dissemination; and (g) grant writing .

The Project developed, delivered, and evaluated courses, seminars, and internship experiences. The courses are described in Table 1; Table 4, later in this report, addresses evaluation. The Project supported the development and/or delivery of three early childhood special education courses. One was an experience in transdisciplinary intervention. Two students participated with faculty from four other professional disciplines in teaching the undergraduate transdisciplinary course and practicum, and four in evaluating its components, all under the supervision of the Project Director. Also, as part of experiences designed to promote the acquisition of competence in personnel preparation, students participated in one or more of the following activities: (a) teaching undergraduate courses, (b) supervision of student teachers and/or practicum students, (c) the development and delivery of courses via distance education, and (d) the development, delivery and evaluation of courses in naturalistic instruction offered through the University's Extension services. The latter provided cross cultural experience, as the course was offered to members of the Ute Tribal Head Start program and the Bear River Head Start programs, respectively.

Objective 3: Evaluate each student's competencies as they progress through the program. All students satisfactorily completed those courses in which they enrolled, as evaluated by course instructors. The eight graduates completed other program requirements. These included passing a comprehensive examination, presentation of a scholarly paper at a professional conference, a written review of literature, submission of an article for publication in a refereed journal, and writing a grant proposal. The titles of their dissertations are listed in Table 2 below. Table 3 shows other evidence of scholarly productivity including published journal articles resulting from their work at Utah State University, professional presentations, and students' funded grants. This is a

Table 1 **Leadership Preparation in Early Childhood Special Education: Summary of Doctoral Coursework**

Course		Credit
General Special Education		
SPED 780	Issues in Special Education	Taken twice, 3 credits each (6)
SPED 790	Journal Reading Group and Career Orientation Seminar	Taken each quarter until dissertation, 1 credit; Career Orient. 1 quarter only (12)
Research and Statistics (Seven courses such as those in first block required. List may vary. All of second block required.)		
EDUC 660	Correlation and Regression	3
EDUC 661	Inferential Statistics	3
IT 738	Qualitative Methods	3
SPED 781	Doctoral Research Seminar	Taken twice, 3 credits each (6)
SPED 670	Systematic Evaluation of Individual performance	3
SPED 681	Strategies and Tactics of Human Behavioral Research	3
SPED 781	Research Methodology in Applied Analysis of Behavior	3
SPED 790	Computer Literacy Independent Study	3
SPED 781	Research Seminar in Early Childhood Special Education	3
SPED 793	Research Internship in Early Childhood Special Education	Taken twice (6)
SPED 797	Dissertation-in Early Childhood Special Education	24
Early Childhood Special Education		
SPED 781	Transdisciplinary Intervention in the Least Restrictive Environment	3 + internship
SPED 780	Family Issues in Early Childhood Special Education	3
SPED 780	Health and Medical Aspects of Disability	3
Non-credit Internships		(10 to 12 quarters)
Personnel Preparation		
SPED 783	Personnel Preparation Seminar	3
SPED 793	Teaching Internship in Early Childhood Special Education	Taken twice (6)
SPED 733	Field-based Practicum Supervision in Early Childhood	3
Supporting Area Coursework		
Minimum 15 credit hours in developmental psychology administration/supervision, elementary education, instructional technology, family and human development.		

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conservative list, as it does not count these students' publications and presentations after graduation based upon work completed as part of their doctoral studies.

Table 2. Graduates' dissertation topics.

Student's Name	Dissertation Title
Laurie Dinnebeil	Examining the Effects of an Instructional Package Delivered via Distance Education on Teachers' Use of Coincidental Teaching in Preschool Classrooms.
Xiao Mei Feng	Secondary Analyses of Data from the Infant Health and Development Program: The Effects of Early Intervention for Medically Fragile Infants
Julie Fodor-Davis	An Individualized Approach to Decreasing Antisocial Behavior of Young Children: The Effects of Ecological Analysis and Observational Learning
Guy Gilberts	The Effects of Peer Delivered Self-Monitoring Strategies on the Participation of Students with Moderate and Severe Disabilities in General Education Classrooms
Lourdes Gonzalez	Systematic Commenting and Its Differential Effects on Acquisition of Spanish Toy Labels when Children are Engaged or Not Engaged with Toys
Cynthia Rowland	Formative Evaluation of the Videodisc-based Curriculum, 'Naturalistic Instruction for Young Children with Disabilities'
Rosa Milagros Santos	The Effects of High Probability Requests on Discrimination Learning and Child Initiations on Preschool Children with Disabilities
Marion Tso	Teaching Preventative Safety Skills to Preschool Children with Disabilities: Director and Observational Learning Effects

Table 3. Evidence of scholarly productivity during project period

Refereed Publications While Students Enrolled in Program

Dinnebeil, L., & Rule, S. (1994). Congruence between parents' and professionals' judgments about the development of young children with disabilities: A review of the literature. Topics in Early Childhood Special Education, 14(1), 1-35.

Dinnebeil, L., & Rule, S. (1994). Variables that influence collaboration between parents and service coordinators. Journal of Early Intervention, 18(4), 349-361.

Rowland, C., Rule, S., & Decker, D. (1996). The promise and practical application of technology to prepare early intervention personnel. Infants and Young Children, 9(11), 63-74.

Dinnebeil, L., Hale, L.M., & Rule, S. (1996). A qualitative analysis of parents and service coordinators' description of variables that influence collaborative relationships. Topics in Early Childhood Special Education, 16(3), 322-347.

Slocum, T. A., Street, L., & Gilberts, G. (1995). Review of research and theory on the relation between oral reading rate and reading comprehension. Journal of Behavioral Education, 5, 377-398.

Gilberts, G. H., Slocum, T. A., & Jensen, E. (1996). School reform: Gunnison Valley Elementary School and ASAP. Theories and Practices in Supervision and Curriculum, 8, 37-39.

Santos, R. & Lignugaris/Kraft, B. (1997). Integrating effective instruction literature with research on instruction in the natural environment. Exceptionality, 7(2), 97-129.

Tso, M., & Lignugaris/Kraft, B. (1996). Using a cumulative programming strategy for initial language instruction: A case study. Effective School Practices, 15(4), 31-37.

Lignugaris/Kraft, B. & Santos, R., (1997). Integrating effective teaching literature with literature on instruction in the natural environment. Exceptionality, 7(2), 137-139.

Non-Refereed Publications While Students Enrolled in Program

Dinnebeil, L., & Rule, S. Congruence between parents' and professionals' judgments about the development of young children with disabilities: A review of the literature. Topics in Early Childhood Special Education, 14(1), 1-25.

Rowland, C. (1994). Helping your child talk more. Parent News, 17(4), 1-4.

Rowland, C., Deer, M., & Rule, S. (1995). Strategies for instruction in natural environments (videodisc based curriculum). Logan, UT: Center for Persons with Disabilities, Utah State University.

Rowland, C. J. (1995). Pulling together to reach out: A collaborative distance education program uses technology to certify early childhood special educators in Utah. CPD News, 18(4), 7-8.

Rule, S. & Rowland, C. (1995). A cooperative university and community effort to prepare personnel for transdisciplinary early intervention services (Abstract). In Partnerships:

Crossing the bridge to the future (p. 72). Washington, D.C.: The American Association on Mental Retardation.

Rowland, C. (1995). Rural preschool teacher education on the information highway. The Utah Special Educator, 15 (6), 21-22.

Rowland, C., Rule, S., Decker, D., & Sebastian, J. (1996). Combining technologies to prepare personnel at remote sites. In SITE/AACE Technology and Teacher Education Annual Symposium, 1996 (pp. 1,052-1,054). Charlottesville, VA: AACE, University of Virginia.

Rule, S., Rowland, C., Sebastian, J., Tso, M., Decker, D., & Cox, K. (1996, March). Building a distance education program through collaboration and combined technologies. In D. Montgomery (Ed.). The American Council on Rural Special Education Conference Proceedings, Rural Goals 2000: Building Programs that Work (pp. 198-202). Salt Lake City: University of Utah, American Council on Rural Special Education.

Rule, S., Tso, M., Rowland, C., & Dennis, S. (1996, May). They liked it and what did they learn? (Abstract). AAMR Abstracts–Independence: Everybody's Mission, Proceedings of the 120th Annual Meeting of the American Association on Mental Retardation (p.101). Washington, D.C.:American Association on Mental Retardation.

Chadburn, L., Deer, M., Rowland, C., & Rule, S. (1996). Providing help. Videotape module in Strategies for preschool intervention in everyday settings. Logan, UT: Center for Persons with Disabilities, Early Childhood Personnel Preparation Program.

Conference Presentations by Students While Enrolled in Program

Tso, M., & Rule, S. (1998, May). Using constant time delay to teach preventative safety skills to preschoolers with disabilities. Poster presented to 24th Annual Convention, Association for Behavior Analysis, Orlando, FL.

Pindiprolu, S. & Rule, S. (1998, November). Perceptions and implications of a transdisciplinary practicum to prepare personnel to provide comprehensive services to young children and families. Presentation to 21st Annual Conference, Teacher Education Division, Council for Exceptional Children.

Rule, S., Rowland, C., Tso, M., & Deer, M. (1997, November). Lessons learned from curriculum evaluation: Participant-evaluator reports and other measures. Poster presented to Division for Early Childhood, Council for Exceptional Children Conference, New Orleans.

Dennis, S., Chadburn, L., & Rule, S. (1996, January). Evaluation of Strategies for Teaching Children with Disabilities in Natural Environments. Paper presented to Early Intervention Mini-Conference, Logan, UT.

Santos, R. (1996, January). A review of research on effective instruction and instruction in the natural environment. Paper presented to Early Intervention Mini-Conference, Logan, UT.

Tso, M. (1996, January). A comparison of two systems to measure teachers' use of incidental teaching. Paper presented to Early Intervention Mini-Conference, Logan, UT.

Chadburn, L. (1996, March). Strategies for providing help. Presentation to Utah's Statewide Preschool Conference, Salt Lake City.

Chadburn, L. (1996, March). Creating interest. Presentation to Utah's Statewide Preschool Conference, Salt Lake City.

Rowland, C., Decker, D., Rule, S., & Sebastian, J. (1996, March). Combining technology to prepare personnel at remote sites. Presentation to Society for Information Technology and Teacher Education, Phoenix, AZ.

Santos, R. & Akers, J. (1996, March). Revving up for learning. Presentation to Utah's Statewide Preschool Conference, Salt Lake City.

Lignugaris/Kraft, B., Santos, R., & Akers, J (1996, May). Research on behavioral momentum with preschool children with disabilities. Paper presented at the annual conference of the Association for Behavior Analysis: San Francisco.

Rule, S., Tso, M., Rowland, C., & Dennis, S. (1996, May). They liked it and what did they learn? Conference of the American Association on Mental Retardation, San Antonio, TX.

Santos, R. & Lignugaris/Kraft, B.(1996, December). The effects of high-probability requests on low-probability behaviors of preschool children with disabilities. Paper presented to Division for Early Childhood Conference, Council for Exceptional Children, Phoenix, AZ.

Rowland, C., Christensen, J., & Santos, R. (1996, December). Utah DEC. Poster presented to Division for Early Childhood Conference, Council for Exceptional Children, Phoenix, AZ.

Tso, M. & Santos, R. (1995, March). Is your classroom culturally sensitive? Are You? Presentation to Utah's Statewide Preschool Conference, Salt Lake City.

Rowland, C., Deer, M., & Gutshall, N. (1995, March). It CAN work in the classroom! Naturalistic strategies to include young children with disabilities in community preschool programs. Paper presented to Inclusion '95: Making It Happen-Annual meeting for Nevada Department of Education: Lake Tahoe, NV.

Rowland, C. & Deer, M. (1995, March). Naturalistic instruction: What it is and how to use it. Workshop presented to Utah's Statewide Preschool Conference, Salt Lake City.

Feng, X. & White, K. (1995, April). Secondary analysis of data from the IHDP data: Effects of early intervention for medically fragile infants. Paper presented to American Education Research Association Annual Meeting, San Francisco, CA.

Rule, S., & Rowland, C. J. (1995, May). A cooperative university/community effort to prepare personnel for transdisciplinary early intervention services. Paper presented at the meeting of the American Association of Mental Retardation, San Francisco.

Rule, S., Dinnebeil, L., Rowland, C., Kaiser, A., Hanline, M.F., & Losardo, A. (1995, November). Research challenges in early intervention. Presentation to 11th Annual International Early Childhood Conference on Children with Special Needs, Division for Early Childhood, Council for Exceptional Children, Orlando, FL.

Rowland, C., Rule, S., & Fiechtl, B. (1995, November). Access through technology: Preparing rural personnel for early childhood special education through the information highway. Paper presented to the 18th Annual Conference of the Teacher Education Division, Council for Exceptional Children, Honolulu, HI.

Rowland, C. & Rule, S. (1995, December). The preparation of personnel to serve in transdisciplinary early intervention programs. Poster presented at 10th National Training Institute, Zero to Three, National Center for Clinical Infant Programs, Atlanta.

Santos, R. (1994, March). Doing what comes naturally: Techniques to enhance early childhood interventions. Utah's Statewide Preschool Conference, Salt Lake City.

Santos, R. (1994, March). Choices, choices. Utah's Statewide Preschool Conference, Salt Lake City.

Deer, M. & Rowland, C. (1994, April). Doing what comes naturally: Techniques to enhance preschool instruction. Paper presented to Council for Exceptional Children Annual Conference, Denver, CO.

Rule, S., & Dinnebeil, L. (1994, October). Variables that influence collaboration between parents and professionals. Poster session at American Association of University-Affiliated Programs, Bethesda, MD.

Dinnebeil, L. & Rule, S. (1994, October). Variables that influence collaboration between parents and professionals. Poster session at Head Start Research Conference, New York, NY.

Rowland, C., & Rule, S. (1994, November). Transdisciplinary preparation of personnel to serve in early intervention. Presentation to the 17th annual conference of the Teacher Education Division, Council for Exceptional Children, San Diego.

Dinnebeil, L. & Rule, S. (1993, September). Talking to parents and service coordinators. Magic Years IV Conference, Albuquerque, NM.

Dinnebeil, L., Truhn, P., Athorp, A., & Striefel, S. (1993, November). Personal value differences of parents and professionals: Influences on partnership success. Head Start Research Conference, Washington, D.C.

Stayton, V.D., Correa, V., & Rowland, C. (1993, November). Preparing personnel to provide family-centered services through interdisciplinary programs. Paper presented to the 16th Annual Conference of the Teacher Education Division, Council for Exceptional Children, Orlando, FL.

Deer, M., Rowland, C., & Santos, R. (1993, December). Doing what comes naturally: Techniques to enhance preschool instruction. Paper presented to Division for Early Childhood Conference, Council for Exceptional Children, San Diego, CA.

Dinnebeil, L. & Rule, S.(1993, December). Variables that influence collaboration. Poster presented to Division for Early Childhood Conference, Council for Exceptional Children, San Diego, CA.

Funded Grants Authored or Co-authored by Students While Enrolled in Program

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Rowland, C. & Rule, S. Collaborative early childhood special education program through distance education. Utah State Office of Education. Funded October 1, 1995-September 30, 1997. Total award $138,249.

Rowland, C. & Rule, S. Access through technology to a teacher certification program. Utah Higher Education Technology Initiative, Utah System of Higher Education. Funded March 1995-August 1996. Total award $128,198.

Rowland, C. & Rule, S. Preparation of rural personnel to serve young children with disabilities and their families. Grant #H029Q50031, U.S. Department of Special Education, Office of Special Education and Rehabilitative Services. Funded September 1995-August 1999. Cumulative total award $320,562.

Rule, S. & Tso, M. Using constant time delay to teach preventative safety skills to preschoolers with disabilities. Grant #H023B70068, U.S. Department of Special Education, Office of Special Education and Rehabilitative Services. Funded September 1997-August 1998. Cumulative total award $18,323.

Students also formulated personal objectives to be achieved through non-credit internships in which they participated each quarter until they initiated dissertation research.

When students participated with the Project Director in internships, they met together weekly or biweekly to discuss internship progress. Their internship experiences ranged from participation with other students and faculty in research to participation in course instruction and product development and evaluation. The research topics included a study of the functional relationship between young children's engagement in activities and their acquisition of language, an investigation of early reading competence, and a comparison of the application of different systems to measure teachers' use of incidental teaching.

Each student completed a quarterly evaluation of his or her progress toward completing these objectives. Their self evaluations indicated that they perceived themselves as increasing in competence, particularly in the areas of research and personnel preparation.

Three of the five students who discontinued their doctoral studies left during or after the first quarter of study. One left after one year to return to teaching in preschool special education and one after one year for personal reasons.

Objective 4: Revise the program to meet the stated goals as determined by program evaluations. This objective addresses program revision. Every course was evaluated each quarter that it was delivered by all students enrolled, as required by University policy. Table 4 below shows the results of seminars taught by the Project Director. The results of these evaluations were communicated to the instructor and to the department head, who reviewed the evaluations with instructors.

Table 4. Evaluation of courses

Course Title and Term Offered	Mean Rating of Course Quality 1=low 6=high	Mean Rating of Instructor Effectiveness 1=low 6=high	Sample Comments
Family Issues in Early Childhood Special Education Spring 1994	5.3	5.3	Topics relevant Course demanding Variety of materials and references used
Family Issues in Early Childhood Special Education Spring 1998	6	6	Good readings and presenters Hard to lead discussion due to small sized class
Research Seminar in Early Childhood Special Education Spring 1995	4.8	5.0	Good readings Helpful feedback
Research Seminar in Early Childhood Special Education Spring 1997	4.9	5.0	Useful topics Guest expert helpful

In addition to the University evaluation, students completed a more specific evaluation of each of the Project-supported early childhood special education courses in order to provide to instructors detailed feedback about content and delivery. As an example of results, students' evaluations of the research seminar in early childhood special education conducted during Spring Quarter, 1995, suggested that the number of readings be curtailed. This suggestion was implemented in subsequent offerings of the course. The improvements in course ratings suggested that the students' feedback was helpful and that the instructor used it to make revisions.

In addition to students' evaluations, the transdisciplinary course and practicum was evaluated by external evaluators, in 1994 by Jeanette McCollum, University of Illinois, and in

May 1995, Peggy Rosin, of the Waisman Center, University of Wisconsin, Madison. Their evaluations were complimentary, including statements such as "The students also are deriving enormous benefit from the experience, and clearly are learning all sorts of skills and attitudes that would be difficult for them to acquire anywhere else within their university program" (McCollum, personal communication, April 1, 1994). They also made several suggestions about issues of breadth and depth of learning, fostering students' self reflection, and communication processes. Ms. Rosin provided additional teaching materials that are currently in use by the doctoral students now involved in course and practicum delivery.

Objective 5: Implement the evaluation plan, including monitoring of program graduates' professional activities, contributions, and impact in special education. Nine activities are listed on the Evaluation Plan. The first six, which address student recruitment and progress, evaluation of faculty, and program evaluation, have already been discussed. The seventh activity was to monitor the placements of graduates. This was accomplished through survey and personal contact. Program graduates are employed respectively as faculty at the University of Toledo, the University of Idaho, the Inter-American University in Guayama, P.R., the University of Illinois, Eastern Washington University, Chadron State College, and Utah State University. One is employed in an institutional research position at the University of South Florida.

The eighth area of evaluation is the allocation of program resources. This was an undertaking of the faculty and students. The allocation of resources, space and equipment both by the Department and the University-affiliated Center for Persons with Disabilities was adequate to support students in their completion of the program.

The final area of evaluation was the allocation of Project resources and the adequacy of Project management. The Project Director monitored monthly financial reports. The Project had unexpended resources that were intended to support student stipends. An insufficient number of qualified applicants were found to award stipends the fifth year of the project and during the one year no-cost extension period. The extension did, however, provide the support necessary to enable currently enrolled students to complete their programs and to graduate.

Impact of the Leadership Project on the Development of Special Education Personnel

This Project had a significant impact upon the field. All of the Project-supported graduates are engaged in the preparation of personnel who will serve children with disabilities. Subsequent to their graduation, three have been successful in obtaining external funding to expand their preservice and inservice education of teachers, paraeducators, and related service personnel who will serve children with disabilities. Another is developing an early childhood special education program to be offered for the first time at the University where she is employed. These graduates continue to be active in scholarship, both in publication and presentations at professional meetings. Two have already achieved tenure at their respective institutions, suggesting that they will continue their contributions to the field.

The Project was successful in supporting individuals who are under-represented in higher education. One who has a disability and is a member of a Hispanic culture has developed a program that prepares special education teachers, all of whom are Hispanic. Another who has a disability continues to be enrolled in a special education doctoral program.

Finally, the influence of the Project in preparing leadership personnel extends beyond the students who received financial support. The Project permitted the offering of coursework in an emphasis area in early childhood special education. Five students not supported by the Project

participated in this coursework. The three who have graduated continue to engage in personnel preparation, development and evaluation of culturally and linguistically appropriate curriculum materials, and institutional research. Had the Project-supported program not existed, these students would not be contributing to the field of special education as they presently are.

Viewed in terms of cost effectiveness, the Project's cost to the federal government was $53,195 per graduate, including those who did not receive financial support and would not have had access to this preparation had the Project not provided financial support to develop and conduct the program. If each of the 8 graduates who is engaged in preservice personnel preparation were responsible for teaching only 40 students per year and each taught only 10 years, the federal cost per additional student thus prepared would be only $16.62. Thus, when one assesses the "trickle down" effect of the leadership grant, using extremely conservative assumptions to estimate graduates' impact – that (a) t only those now conducting preservice education will ever do so and (b) that they teach only 1 or 2 courses per year thus reaching only 40 students per year, and (c) that none of their many other scholarly contributions have monetary value-- the Project will, over time, influence many special educators at a very low cost per special educator. It is likely that this estimated effect has already been achieved through the cumulative efforts of those students who graduated in the first few years of the program.

Table 5 Evaluation Plan

ACTIVITY	EVALUATOR	METHOD	PURPOSE
1. Evaluate success of recruitment activity.	Project Director.	Examine number of students enrolled, number from populations traditionally underrepresented in leadership programs.	To assure that Project supports at least 5 students annually and that 30% are from diverse populations.
2. Monitor student acquisition and application of knowledge in courses.	Course instructor.	Grades, assignments, exams.	To provide information on adequacy of coursework, needed course revision.
3. Assess student application of competencies in internships.	Internship supervisors.	Direct observation.	To provide information on performance of students, adjust support as necessary.
4. Evaluate student produced products (dissertation, lit. review, presentation, journal article).	Student doctoral committee members.	Evaluation, feedback by each member.	To assure student can write, conduct research, communicate with professional community.
5. Evaluate quality of faculty to assure competent teaching and supervision.	Department chair, students.	Faculty meet criteria for chairing doctoral committees, student course evaluations.	To provide feedback to faculty to assist in revision of instructional, supervisory methods.
6. Evaluate program.	Project Director, faculty, students, graduates, external evaluator.	Faculty review progress of students; students and graduates review program, submit feedback via questionnaire; external evaluator reviews curricula and evaluation data, observes internship sites, provides feedback.	To assure appropriate quality and quantity of preparation activities.
7. Monitor placements and contributions of graduates to assure fill positions in areas of need; assess adequacy of on-the-job performance, contribution to research and personal preparation.	Project Director, employers.	Obtain job titles, submit performance questionnaires to graduates and their employers; conduct telephone follow-up as necessary.	To assure students obtain jobs for which they were prepared, perform well in positions, and conduct research and personnel preparation in early childhood special education.
8. Assess allocation of resources (program).	Department chair, faculty, students.	Examine program support (budgets, space allocation, equipment), indicate weaknesses via questionnaire.	To assure ongoing resources to provide quality preparation.
9. Assess allocation of resources and adequacy of Project management.	Project Director.	Examine monthly reports.	To assure completion of Project activities per Timeline and within budget.

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